DOCUMENT RESUME

ED 144 763 RC 010 116

AUTHOR Picou, J. Steven; Howard, William G.
TITLE Motivational Determinants of Status Aspirations: Comments on Sex Variations.
INSTITUTION Texas A and M Univ., College Station. Texas Agricultural Experiment Station.
SPONS AGENCY Cooperative State Research Service (DOA), Washington, D.C.
REPORT NO TAES-H-2811; TAES-H-2893; USDA/CSRS-S-81
PUB DATE Apr 76
NOTE 36p.; Paper presented at the Annual Meetings of the Southwestern Sociological Society (Dallas, Texas, April 1976)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Academic Aspiration; Caucasians; High School Students; *Occupational Aspiration; Parents; Peer Groups; *Rural Urban Differences; Seniors; *Sex Differences; Sex Role; *Socialization; *Social Reinforcement; Social Status; Teachers
IDENTIFIERS *Louisiana

ABSTRACT

The impact of sex-role socialization on career-related status orientations was examined in an attempt to specify, by sex, differential reference group influence and motivational variations. Data were derived from a larger data-set on mobility and achievement orientations of a random sample of 1970 senior students stratified according to residence of school (urban-rural), size of senior class, race, and school type. This study was limited to information on white males (N=1,221) and females (N=1,241). Regression models were used to test a series of research hypotheses developed from sex-role socialization literature. Covariance analysis assessed both main and interaction effects of sex. The empirical findings supported the general theme of sex-role socialization, showing that males received more college encouragement and achievement training from parents and had more materialistic orientations than female counterparts. Though low status achievements characterized females who received minimum amounts of parental and peer encouragement to go to college and who had low academic performance and parental achievement training, no similar male trend was observed. While personal competitiveness positively influenced male status orientation, it played no role for the female. However, females with a strong materialistic orientation tended to have higher status education orientations than males. (RS)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED144763

Draft Copy: Do Not Cite or Quote

Motivational Determinants of Status Aspirations: Comments on Sex Variations*

J. Steven Picou

and

William G. Howard

Texas A&M University

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

*Paper presented at the annual meetings of the Southwestern Sociological Society, April 1976, Dallas, Texas. This research was sponsored by the Texas Agricultural Experiment Station as a contribution to TAES Research Reports, H-2811 and USDA (CSRS) Regional Research Project S-81, "Development of Human Resource Potentials of Rural Youth in the South and Their Patterns of Mobility," TAES Research Project H-2893 and USDA (CSRS) Regional Research Project NE89, "Community Structure and Quality of Life: Measurement and Analysis." The authors acknowledge the technical contributions of Donald Book and John Womack to this study; the secretarial assistance provided by Barbara Miller is gratefully acknowledged. The authors assume sole responsibility for any errors contained herein.

RC 010116

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Steven Picou

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS.

Motivational Determinants of Status Aspirations: Comments on Sex Variations

J. Steven Picou and William G. Howard

Paper Summary

Recent empirical research has documented the fact that sex has a rather consistent "depressant effect" on educational and occupational achievements of American adults (e.g., Alexander and Eckland, 1974). However, the specific nature of the process by which female achievements are restricted remains to be empirically documented. Most often, researchers allude to the importance of sex-role socialization and labor market discrimination for explaining male-female achievement discrepancies; this study focuses on the former issue, that is, sex-role socialization, in an attempt to specify differential reference group influence and motivational variations, by sex, for the formation of career-related status orientations.

Theoretically, we approach our research problem in terms of the literature on sex-role socialization. Numerous publications emphasize that in American society, the "cultural mandate" stipulates that women should be oriented primarily to familial roles rather tnan work-roles; males, in contrast, receive cultural directives stressing occupational primacy (e.g., see: Coser and Rokoff, 1971; Parsons and Bales, 1953; Douvan and Adelson, 1966). More specifically, female sex-role socialization is characterized by "ambivalency" and an emphasis noncompetitive, accomodating, affiliative role behaviors which also stresses dependency relationships with parents; in contrast males are thought to be more aggressive, competitive and independent--in short, more achievement-oriented (e.g., among others, see: Simon and Gagnon, 1969; Freeman, 1970; Hochschild, 1973; Vetter, 1975). In fact, Honer (1972) asserts that females "fear success," particularly success stemming from competition

situations where females compete with males.

In light of this vast body of literature, the following research hypotheses were developed:

H_1: Motivational attributes, i.e., materialistic orientations and personal competitiveness, are more important for the formation of career-related status orientations of males than females.

The sex-role socialization literature also suggests that female reference-group structures discourage achievement behaviors of women by emphasizing the priority of familial roles over work roles (e.g., see Curry et al. Forthcoming, 1976). From this general theme, the following research hypotheses were developed:

H_2: Males receive more achievement socialization from parents, teachers, and peers (reference group memebers) for career-related status orientations than their female counterparts.

H_{2A}: Males will receive more encouragement to attend college from reference group members than females.

H_{2B}: The impact of reference group achievement socialization on career-related status orientations will be greater for males.

Furthermore, from the recent research on the status attainment process, it can be contended that family socio-economic status is a more important determinant of female status orientations than males. That is, female career achievements are more "class-sponsored" than males. The following research hypothesis was developed from this line of research (see Pin, et al., 1976 for a review of these studies):

H_3: The career-related status orientations of females are more highly dependent on social structural factors than the career-related status orientations of males.

Stemming from the logic (presented above) regarding ascribed statuses, it can be argued that the career-related status orientations of males are more dependent on ability characteristics, i.e. achieved statuses. The

following hypothesis was developed from this perspective:

H_4: Males' career-related status orientations are more dependent on achieved ability characteristics than females.

The Data

The data utilized in this study were derived from a larger data-set on mobility and achievement orientations of Louisiana youth. The original sample was drawn utilizing a proportionate, stratified, random, cluster technique. All high schools within the state were stratified in terms of four primary demographic characteristics: (1) residence of school (urban-rural); (2) size of senior class (small, medium, and large); (3) race (black-white); (4) school type (public-parochial). Schools were randomly selected from these strata.

Collection of the data occurred in the fall semester, 1970. Group interviews were conducted and all senior class members who were in attendance on pre-scheduled interview days participated in the study. Correspondence with school officials revealed that normal rates of absence characterized all interview sessions. A total of 3,245 respondents comprised the final sample. This study is concerned solely with those respondents who classified themselves as white males (N=1221) and white females (N=1241).

Results and Conclusions

A set of regression models was generated and our analysis includes a consideration of the effects of social structural, interpersonal influence and motivational attributes for educational aspirations and expectations and occupational aspirations and expectations (Tables 2-9). Furthermore, a covariance analysis was conducted to assess both main and interaction effects of sex (Tables 10-13). The results of the regression analysis can be

summarized as follows:

(A.) Educational Aspirations
- (1.) The effect of academic performance on education aspirations was significant and positive for both sex groups.
- (2.) Peer college plans and parental college encouragement had stronger effects for males.
- (3.) Teacher college encouragement was found to be a significant predictor for females and not males.
- (4.) Both motivational variables, materialistic orientations (MO) and personal competitiveness (PC) were significant predictors only for males' educational aspirations.
- (5.) The R^2 for the male model was larger (.327) than for the female model (.231).
- (6.) The interpersonal influence variables explained relatively more variance in educational aspirations than the structural and motivational variables.

(B.) Occupational Aspirations
- (1.) Academic performance, peer college plans, and parents' college encouragement were stronger predictors for the occupational aspiratons of males.
- (2.) Residence and fathers' occupation were significant social structural variables for male occupational aspirations, while mothers' education was the only significant structural variable for females.
- (3.) The motivational variables were not found to be significant for either sex group.
- (4.) The R^2 for the male model (.325) was larger than the R^2 for the female model (.128).

(C.) Educational Plans
- (1.) Academic performance was a stronger predictor of males' educational plans.
- (2.) Peer college plans, parents' college encouragement and parents' achievement socialization practices were all stronger predictors of male educational plans.
- (3.) Personal competitiveness was a stronger predictor of male educational plans.
- (4.) The R^2 for the male model (.445) was larger than R^2 for the female model (.361).

(D.) Occupational Plans
- (1.) Academic performance was a stronger predictor of males' educational plans.
- (2.) Peer college plans, parents' college encouragement and parents' achievement socialization practices were all stronger predictors of males' occupational plans.
- (3.) Personal competitiveness was a stronger predictor for males' occupational plans.
- (4.) The R^2 for the male model (.338) was larger than the R^2 for the female model (.152).

The results of the covariance analysis can be summarized as follows:

(A.) Educational Aspirations
(1.) A significant interaction obtained between sex and materialistic orientation. Females with high material orientations have higher-level educational aspirations than other interaction variable combinations.

(B.) Occupational Aspirations
(1.) A significant interaction was found between sex and father's occupation. Females with fathers in low-status occupations have lower-status job aspirations.
(2.) Significant interactions between sex and academic performance, sex and parents' college encouragement, and sex and peers' college plans. Females with low academic performance, females who receive little encouragement from parents to attend college and females with peers who are not oriented toward college attendance have lower-status aspirations.

(C.) Educational Plans
(1.) A significant interaction effect was found between sex and family structure. Females from broken families have higher level educational plans.
(2.) A significant interaction effect was found for sex and parent's encouragement to attend college.

(D.) Occupational Plans
(1.) The following interaction effects were replicated for occupational plans--sex by father's occupation, sex by academic performance, sex by peer college plans, sex by parents' encouragement.
(2.) A significant interaction effect was found for sex and parental achievement socialization practices. Females who received very little achievement socialization had lower-status job plans.
(3.) For all covariance analyses the R^2 values for interaction effects were relatively minimal.

Summary

In general, the analysis provides support for the following hypotheses: H_1; H_2; H_{2a}; H_{2b}. Hypotheses 3 and 4 must be rejected due to inconsistent empirical results. Support for hypotheses 1, 2, 2A and 2B was also generated by the result of the covariance analysis. Specifically, we interpret these empirical findings as supporting the general theme of sex-role socialization. Ostensibly, males receive more encouragement from parents to attend college, receive more achievement training from parents, and have orientations more

materialistic than their female counterparts. Furthermore, low status orientations for achievement tend to characterize females who receive minimum amounts of encouragement to attend college; who have peer friends who are not college-oriented; who have low-levels of academic performance; and who have parents who do not reward and emphasize the virtues of independence, competition, and academic achievements. No similar trend was observed for males. Furthermore, personal competitiveness has a positive influence on males' status orientations, but virtually plays no role for the formation of females' status orientations.

The interaction effects observed for sex and materialistic orientations and sex and family structure provide an interesting basis to speculate about the nature and dynamics of sex-role socialization. The "cultural mandate" in our society clearly distinguishes between the qualities of "male roles" vis-a-vis "female roles." Females, in contrast to males, receive differential socialization for achievement. As such females, more often than males, lack interpersonal support for status attainment. Furthermore, it appears that the sex-role socialization process is complex and viable theoretical alternatives need further exploration.

The finding that females from broken families have relatively high-level educational plans suggests that the view of the broken-family as an inhibitor of achievement behavior is accurate only for males. The "broken family," in this instance can be viewed as "pathological" for the maintenance of sex-role differences. The transmission of sex-role behaviors, which places women in at a "disadvantage" in the achievement process, is restricted by what is commonly viewed as another structural liability, non-intact family structure. A similar serendipitous finding, which may have significant theoretical import, was found for materialistic orientations. Males seem

to be "disadvantaged" (or "advantaged") because strong materialistic orientations apparently discourage college attendance, thereby lowering status-levels of occupational orientations. However, females, who have strong materialistic orientations tend to have higher status education aspirations. Apparently, similar cognitive orientations produce different outcomes for males and females. The concept of multifinality in systems theory may be the appropriate description of this rather interesting interaction effect.

In summary, the differential structural achievements of females, vis-a-vis males appears to be partly the result of sex-role socialization. Combined with a consideration of labor market discrimination, differential sex-role socialization appears to be an important element for explaining patterns of sex inequality in contemporary society.

Table 1. T-Tests for Male-Female Contrasts.

Variable	Males $\overline{X}$	Females $\overline{X}$	T-Value	Pr
Parents' College Encouragement	4.32	3.99	9.17	.0001
Parent's Achievement Socialization	.0618	-.0551	3.17	.002
Materialistic Orientation	.1831	-.1825	11.09	.0001
Educational Aspirations	4.835	4.260	5.27	.0001
Occupational Aspirations	73.89	73.56	.93	N.S.
Educational Plans	3.33	2.50	9.07	.0001
Occupational Plans	71.11	72.86	-4.37	.0001

Table 2. Regression Analysis for Females' Educational Aspirations.

Step	Predictor Variables	b	BETA	R^2	R^2 Change	F-Value
1	X_1 Father's Education	.024	.052	.044	.044	.811
	X_2 Mother's Education	.065	.066	.060	.016	4.090*
	X_3 Residence	-.033	-.055	.060	.000	.035
	X_4 Family Structure	-.028	-.003	.061	.001	.016
	X_5 Father's Occupation	.010	.040	.067	.006	1.438
2	X_6 Academic Performance	1.001	.238	.163	.095	68.539*
	X_7 Peer College Plans	1.181	.209	.208	.045	49.501*
	X_8 Parent's College Encouragement	.295	.106	.223	.015	12.178*
	X_9 Teacher's College Encouragement	.273	.088	.229	.006	8.987*
	X_{10} Parent's Achievement Socialization	-.057	-.019	.230	.000	.482
3	X_{11} Materialistic Orientation	.035	.001	.230	.000	.158
	X_{12} Personal Competitiveness	.261	.036	.231	.001	1.750

* P < .05.

Table 3. Regression Analysis for Males' Educational Aspirations.

Step	Predictor Variables	b	BETA	R^2	R^2 Change	F-Value
1	X_1 Father's Education	.054	.076	.111	.111	4.960*
	X_2 Mother's Education	.034	.035	.112	.011	1.347
	X_3 Residence	.098	.017	.129	.007	.395
	X_4 Family Structure	-.262	-.035	.129	.000	1.934
	X_5 Father's Occupation	.029	.116	.148	.019	14.287*
2	X_6 Academic Performance	.921	.220	.230	.083	70.776*
	X_7 Peer College Plans	1.468	.242	.298	.068	77.411*
	X_8 Parent's College Encouragement	.493	.146	.320	.021	24.186*
	X_9 Teacher's College Encouragement	.098	.030	.320	.001	1.106
	X_{10} Parent's Achievement Socialization	.038	.013	.320	.000	.247
3	X_{11} Materialistic Orientation	-.208	-.064	.324	.004	6.462*
	X_{12} Personal Competitiveness	.436	.058	.327	.003	5.356*

*P < .05.

Table 4. Regression Analysis for Females' Occupational Aspirations.

Step	Predictor Variables	b	BETA	R^2	R^2 Change	F-Value
1	X_1 Father's Education	.095	.056	.045	.045	2.124
	X_2 Mother's Education	.119	.053	.054	.009	2.325
	X_3 Residence	1.161	.080	.062	.008	7.017*
	X_4 Family Structure	-1.115	-.061	.063	.001	4.431*
	X_5 Father's Occupation	.038	.068	.070	.006	3.662
2	X_6 Academic Performance	1.472	.153	.107	.037	24.427*
	X_7 Peer College Plans	1.659	.128	.123	.016	16.365*
	X_8 Parent's College Encouragement	.289	.045	.126	.003	1.958
	X_9 Teacher's College Encouragement	.220	.031	.127	.001	.974
	X_{10} Parent's Achievement Socialization	.050	.007	.127	.000	.062
3	X_{11} Materialistic Orientations	-.123	-.017	.127	.000	.320
	X_{12} Personal Competitiveness	.513	.031	.128	.001	1.130

*P < .05.

Table 5. Regression Analysis for Males' Occupational Aspirations.

Step	Predictor Variables	b	BETA	R^2	R^2 Change	F-Value
1	X_1 Father's Education	.078	.028	.104	.104	.674
	X_2 Mother's Education	.126	.034	.114	.010	1.235
	X_3 Residence	2.369	.103	.144	.030	15.272*
	X_4 Family Structure	-.684	-.023	.144	.000	.880
	X_5 Father's Occupation	.179	.187	.180	.036	36.938*
2	X_6 Academic Performance	3.027	.187	.241	.061	50.926*
	X_7 Peer College Plans	6.071	.259	.311	.070	88.112*
	X_8 Parent's College Encouragement	1.508	.115	.323	.012	15.025*
	X_9 Teacher's College Encouragement	.078	.006	.323	.000	.047
	X_{10} Parent's Achievement Socialization	.172	.015	.324	.000	.330
3	X_{11} Materialistic Orientation	-.122	-.010	.324	.000	.148
	X_{12} Personal Competitiveness	.974	.033	.325	.001	1.783

* P < .05.

Table 6. Regression Analysis for Females' Educational Plans.

Step	Predictor Variables	b	BETA	R^2	R^2 Change	F-Value
1	X_1 Father's Education	.030	.051	.091	.091	2.454
	X_2 Mother's Education	.107	.136	.132	.041	20.718*
	X_3 Residence	.053	.011	.133	.000	.165
	X_4 Family Structure	.308	.049	.141	.009	3.768
	X_5 Father's Occupation	.006	.032	.147	.006	1.104
2	X_6 Academic Performance	.731	.216	.240	.092	67.047*
	X_7 Peer College Plans	1.218	.269	.316	.077	98.226*
	X_8 Parent's College Encouragement	.466	.208	.359	.042	56.684*
	X_9 Teacher's College Encouragement	.079	.032	.359	.001	1.421
	X_{10} Parent's Achievement Socialization	.020	.008	.359	.000	.110
3	X_{11} Materialistic Orientation	.047	.018	.360	.000	.522
	X_{12} Personal Competitiveness	.173	.030	.361	.001	1.429

*P < .05.

Table 7. Regression Analysis for Males" Educational Plans.

Step	Predictor Variables	b	BETA	R^2	R^2 Change	F-Value
1	X_1 Father's Education	.077	.121	.168	.168	15.[illegible]56*
	X_2 Mother's Education	.061	.071	.190	.022	6.531*
	X_3 Residence	.086	.016	.198	.008	.466
	X_4 Family Structure	-.192	-.029	.198	.000	1.593
	X_5 Father's Occupation	.023	.103	.215	.017	13.589*
2	X_6 Academic Performance	.939	.252	.323	.107	112.312*
	X_7 Peer College Plans	1.272	.236	.394	.072	88.698*
	X_8 Parent's College Encouragement	.671	.223	.439	.045	68.340*
	X_9 Teacher's College Encouragement	.022	.007	.439	.000	.082
	X_{10} Parent's Achievement Socialization	.133	.050	.441	.002	4.511*
3	X_{11} Materialistic Orientation	-.055	-.019	.442	.000	.688
	X_{12} Personal Competitiveness	.405	.060	.445	.004	7.083*

* P < .05.

Table 8. Regression Analysis for Females' Occupational Plans.

Step	Predictor Variables	b	BETA	R^2	R^2 Change	F-Value
1	X_1 Father's Education	.102	.057	.052	.052	2.263
	X_2 Mother's Education	.119	.050	.062	.009	2.141
	X_3 Residence	1.492	.098	.074	.012	10.594*
	X_4 Family Structure	-.666	-.035	.074	.000	1.459
	X_5 Father's Occupation	.043	.073	.081	.007	4.360
2	X_6 Academic Performance	1.713	.168	.125	.044	30.536*
	X_7 Peer College Plans	2.243	.164	.149	.024	27.620*
	X_8 Parent's College Encouragement	.239	.035	.150	.001	1.233
	X_9 Teacher's College Encouragement	.016	.002	.150	.000	.005
	X_{10} Parent's Achievement Socialization	.104	.014	.151	.000	.244
3	X_{11} Materialistic Orientation	-.217	-.028	.151	.001	.924
	X_{12} Personal Competitiveness	.556	.032	.152	.001	1.223

*P < .05.

Table 9. Regression Analysis for Males' Occupational Plans.

Step	Predictor Variables	b	BETA	R^2	R^2 Change	F-Value
1	X_1 Father's Education	.121	.038	.117	.117	1.264
	X_2 Mother's Education	.138	.032	.128	.012	1.134
	X_3 Residence	2.211	.083	.153	.025	10.199*
	X_4 Family Structure	-.206	-.006	.154	.001	.061
	X_5 Father's Occupation	.234	.213	.199	.045	48.752*
2	X_6 Academic Performance	3.633	.295	.265	.066	56.251*
	X_7 Peer College Plans	5.051	.187	.309	.044	46.771*
	X_8 Parent's College Encouragement	1.800	.120	.326	.017	16.429*
	X_9 Teacher's College Encouragement	.501	.034	.327	.001	1.487
	X_{10} Parent's Achievement Socialization	1.045	.078	.333	.006	9.375*
3	X_{11} Materialistic Orientation	-.064	-.042	.334	.001	2.776
	X_{12} Personal Competitiveness	2.162	.064	.338	.004	6.736*

*P < .05.

Table 10. Analysis of Covariance for Educational Aspirations.

Step	Predictor Variables	b	BETA	R^2	R^2 Change	Cumulative R^2 for Variables in Step	F-Value
	Father's Education	0.02406	0.03296	0.07627	0.07627		0.857
	Mother's Education	0.06487	0.06666	0.09026	0.01399		4.294*
1	Residence	-0.03235	-0.00528	0.09163	0.00137		0.034
	Family Structure	-0.02587	-0.00334	0.09173	0.00010		0.015
	Father's Occupation	0.00975	0.03959	0.10377	0.01205		1.493
	Sex	-0.74330	-0.13878	0.11257	0.00880	.11257	0.734
	Sex X FED	0.03006	0.07347	0.11567	0.00309		0.697
	Sex X MED	-0.03049	-0.07064	0.11570	0.00003		0.495
2	Sex X DUURB	0.13007	0.02334	0.11735	0.00165		0.300
	Sex X FOCC	0.01893	0.24377	0.11814	0.00079		2.895
	Sex X TCTFAM	-0.23602	-0.04385	0.11846	0.00032	.00588	0.679
	Academic Performance	1.00258	0.24125	0.20629	0.08783		70.693*
	Peer College Plans	1.18073	0.20112	0.26182	0.05553		51.720*
3	Parent's College Encour.	0.29557	0.09787	0.27929	0.01747		12.755*
	Teacher's College Encour.	0.27290	0.08541	0.28223	0.00293		9.379*
	Parents Achievement Socializ.	-.06165	-0.02088	0.28224	0.00002	.16378	0.561
	Sex X GPA	-0.08099	-0.04123	0.28224	0.00000		0.245
	Sex X PEERCOL	0.28947	0.05225	0.28293	0.00069		1.498
4	Sex X PARENDENC	0.19803	0.16527	0.28344	0.00051		2.258
	Sex X TCHEDEN	-0.17512	-0.14010	0.28409	0.00066		1.811
	Sex X PASFAC	0.09060	0.02264	0.28435	0.00025	.00211	0.659
	Materialistic Orientation	0.04365	0.01354	0.28506	0.00070		0.230
5	Personal Competitiveness	0.26127	0.03526	0.28710	0.00204		1.827
	Sex X AA06	0.17399	0.01727	0.28722	0.00011		0.407
6	Sex X MO	-0.25154	-0.03226	0.28860	0.00139	.00150	4.200*

*P < .05.

Table 11. Main and Interaction Effects for Educational Plans.

Step	Predictor Variables	b	BETA	R^2	R^2 Change	Cumulative R^2 for Variables in Step	F-Value
	Father's Education	0.03047	0.04864	0.13021	0.13021		2.315
	Mother's Education	0.10663	0.12770	0.16109	0.03088		19.536*
1	Residence	0.05348	0.01018	0.16306	0.00197		0.157
	Family Structure	0.30844	0.04639	0.16451	0.00145		3.560
	Father's Occupation	0.00627	0.02966	0.17592	0.01141		1.039
	Sex	-1.26133	-0.27446	0.20143	0.02552	.20143	3.559
	Sex X FED	0.04627	0.13179	0.02543	0.00400		2.781
	Sex X MED	-0.04579	-0.12363	0.20562	0.00019		1.878
2	Sex X DUURB	0.03324	0.00695	0.20707	0.00146		0.003
	Sex X FOCC	0.01636	0.24560	0.20792	0.00085		3.643
	Sex X TCTFAM	-0.50149	-0.10860	0.20987	0.00195	.0084	5.161*
	Academic Performance	0.73096	0.20500	0.30707	0.09720		63.272*
	Peer college Plans	1.21776	0.24175	0.37802	0.07095		92.632*
3	Parent's College Encour.	0.46641	0.17999	0.41918	0.04116		53.479*
	Teacher's College Encour.	0.07952	0.02901	0.41950	0.00032		1.341
	Parents Achievement Socializ.	0.01967	0.00776	0.42027	0.00077	.22040	0.096
	Sex X GPA	0.20858	0.12377	0.42165	0.00138		2.741
	Sex X PEERCOL	0.05539	0.01164	0.42177	0.00013		0.092
4	Sex X PARENDENC	0.20576	0.20013	0.42298	0.00121		4.104*
	Sex X TCHEDENC	-0.05734	-0.05346	0.42309	0.00011		0.327
	Sex X PASFAC	0.10218	0.02976	0.42347	0.00038	.0032	1.412
	Materialistic Orientation	0.04950	0.01790	0.42348	0.00000		0.498
5	Personal Competiveness	0.17289	0.02719	0.42545	0.00197	.00198	1.347
	Sex X AA06	0.23267	0.02692	0.42576	0.00031		1.225
6	Sex X MO	-0.10812	-0.02851	0.42610	0.00035	.0066	1.307

*p < .05.

Table 12. Main and Interaction Effects for Occupation Aspirations.

Step	Predictor Variables	b	BETA	R^2	R^2 Change	Cumulative R^2 for Variables in Step	F-Value
	Father's Education	0.09482	0.04066	0.07691	0.07691		1.283
	Mother's Education	0.11958	0.03846	0.08630	0.00938		1.406
1	Residence	1.16306	0.05946	0.10601	0.01971		4.233*
	Family Structure	-1.11280	-0.04495	0.10604	0.00003		2.652
	Father's Occupation	0.03809	0.04841	0.12660	0.02057		2.197
	Sex	-21.96462	-1.28367	0.12708	0.00048	.12708	61.771*
	Sex X FED	-0.01702	-0.01302	0.13978	0.01270		0.022
	Sex X MED	0.00719	0.00521	0.14102	0.00124		0.003
2	Sex X DUGRB	1.20626	0.06777	0.14569	0.00467		2.488
	Sex X FOCC	0.14062	0.56688	0.15344	0.00775		15.401*
	Sex X TCTFAM	0.42832	0.02495	0.15362	0.00018	.026054	0.216
	Academic Performance	1.47462	0.11107	0.20247	0.04885		14.740*
	Peer College plans	1.65764	0.08838	0.24401	0.04154		9.825*
3	Parent's College Encour.	0.28914	0.02997	0.25075	0.00574		1.176
	Teacher's College Encour.	0.21937	0.02149	0.25098	0.00024		0.584
	Parents Achievement Socializ.	0.04923	0.00522	0.25118	0.00019	.09756	0.034
	Sex X GPA	1.55543	0.24790	0.25865	0.00747		8.724*
	Sex X PEERCOL	4.41780	0.24938	0.27246	0.01381		33.568*
4	Sex X PARENDEN	1.22024	0.31878	0.27554	0.00307		8.263*
	Sex X TCHEDEN	-0.14049	-0.03518	0.27558	0.00005		0.112
	Sex X PASFAC	0.10302	0.00806	0.27561	0.00003	.02443	0.082
	Materialistic Orientation	-0.11606	-0.01127	0.27570	0.00009		0.157
5	Personal Competiveness	0.51301	0.02167	0.27666	0.00096	.00105	0.679
	Sex X AA06	0.45911	0.01427	0.27676	0.00009		0.273
6	Sex X MO	0.00367	0.00026	0.27676	0.00000	.00009	0.000

*P < .05.

Table 13. Main and Interaction Effects for Occupational Plans.

Step	Predictor Variables	b	BETA	R^2	R^2 Change	F-Value
1	Father's Education	0.10198	0.03857	0.08453	0.08453	1.198
	Mother's Education	0.11930	0.03384	0.09428	0.00975	1.130
	Residence	1.49238	0.06729	0.11514	0.02086	5.625*
	Family Structure	-0.66441	-0.02367	0.11556	0.00042	0.763
	Father's Occupation	0.04327	0.04851	0.14014	0.02459	2.289
	Sex	-31.39896	-1.61849	0.14702	0.00688	101.882*
2	Sex X Father's Education	0.01947	0.01314	0.16317	0.01614	0.023
	Sex X Mother's Education	0.02001	0.01280	0.16492	0.00175	0.017
	Sex X Residence	0.72033	0.03569	0.16811	0.00319	0.716
	Sex X Father's Occupation	0.19108	0.67942	0.17898	0.01088	22.953*
	Sex X Family Structure	0.45373	0.02328	0.17912	0.00014	0.195
3	Academic Performance	1.71561	0.11398	0.23211	0.05299	16.103*
	Peer College Plans	2.24254	0.10546	0.26443	0.03232	14.513*
	Parent's College Encouragement	0.23979	0.02192	0.27199	0.00756	0.653
	Teacher's College Encouragement	0.01639	0.00142	0.27249	0.00050	0.003
	Parents Achievement Socialization	0.09799	0.00916	0.27555	0.00306	0.110
4	Sex X Academic Performance	1.92413	0.27047	0.28432	0.00878	10.775*
	Sex X Peer College Plans	2.81854	0.14033	0.29043	0.00611	11.028*
	Sex X Parent's College Encouragement	1.56441	0.36047	0.29635	0.00592	10.961*
	Sex X Teacher's College Encouragement	0.48709	0.10759	0.29667	0.00032	1.090
	Sex X parent's Achievement Socialization	0.88676	0.06119	0.29830	0.00163	4.914*
5	Materialistic Orientation	-0.22312	-0.01912	0.29937	0.00108	0.467
	Personal Competiveness	0.55478	0.02067	0.30183	0.00246	0.641
	Sex X Materialistic Orientation	1.60555	0.04401	0.30268	0.00085	2.696
	Sex X Personal Competiveness	-0.37387	-0.02335	0.30292	0.00023	0.722

*P < .05.

Selected References

Alexander, Karl L. and Bruce K. Eckland
1974 "Sex differences in the educational attainment process," American Sociological Review 39 (October): 668-82.

Bardwick, J.M. and E. Douvan
1971 "Ambivalence: The Socialization of Women." In V. Gornick and B.K. Moran (eds.), Women in Sexist Society. New York: Basic Books, Inc.

Broverman, I.K. et al.
1972 "Sex-role stereotypes: A current appraisal," Journal of Social Issues 28 (2): 59-78.

Coser, Rose L. and Gerald Rokoff
1971 "Women in the occupational world: Social disruption and conflict." Social Problems 18 (Spring): 535-54.

Curry, E.W. et al.
Forthcoming
1976 Significant Other Influence and Career Decisions of Black and White Female Urban Youth. Columbus, Ohio: Center for Vocational Education, Final Report.

Douvan, E. and J. Adelson
1966 The Adolescent Experience. New York: John Wiley and Sons, Inc.

Epstein, Cynthia
1971 Women's Place: Options and Limits in Professional Careers. Berkely: University of California Press.

Freeman, J.
1970 "Growing up Girlish." Trans-Action 8 (Nov-Dec): 36-43.

Hochschild, Arlie Russell
1973 "A review of sex-role research." American Journal of Sociology 78 (January): 249-67.

Horner, M.S.
1972 "Toward an understanding of achievement-related conflicts in women." Journal of Social Issues 28 (2): 157-75.

Hout, M. and W.R. Morgen
1975 "Race and sex variations in the causes of expected attainments of high school seniors." American Journal of Sociology 81 (September): 364-94.

Kohn, Melvin
1959 "Social class and the exercise of parental authority." American Sociological Review 24: 312-56.

Levy, B.
1972 "Do teachers sell girls short?" Today's Education (December): 11-15.

Oppenheimer, V.K.
1968 "The sex-labeling of jobs." Industiral Relations 7: 219-34.

Parsons, Talcott and Robert F. Bales
1953 Family, Socialization, and Interaction Process. Glencoe, ILL: The Free Press.

Picou, J.S., et al.
1976 Significant Other Influence, Career Choice, and Achievement: Selective Theoretical and Conceptual Approaches. Columbus, Ohio: Center for Vocational Education, R&D Report No. 111.

Rosenberg, B.G. and B.S. Smith
1972 Sex and Identity. New York: Holt, Rinehart and Winston, Inc.

Simon, William and John Gagnon
1969 "Psychosexual Development." Trans-Action 6: 9-17.

Vetter, Louise
1975 "The Majority Minority: American Women and Careers." Pp. 224-240 in J.S. Picou and R.E. Campbell (eds.), Career Behaviors of Special Groups: Theory, Research, and Practice. Columbus, Ohio: Charles E. Merrill Publishers.